St. Joseph's College of Education for Women

Opp. Sambasivapet 2nd `Lane, Naaz Center, Guntur, A.P., India.
(Under the Management of Society of Jesus Mary & Joseph)

2.4.10

Internee Engagement during Internship Sample copies of Activities

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area of internee engagement	sample copies attached
Classroom teaching	Lesson Plans
Mentoring	Reports of mentoring done
Time- table preparation	Sample timetables
Student counselling	Reports of counselling
Assessment of student learning- home assignments and tests	Sample of assignments given
Organizing academic and cultural events	Photographs of students conducting activities
Maintaining documents	Photographic evidence provided
Administrative responsibilities	Photographs of interaction with principals
Preparation of Report cards	Photographic evidence provided

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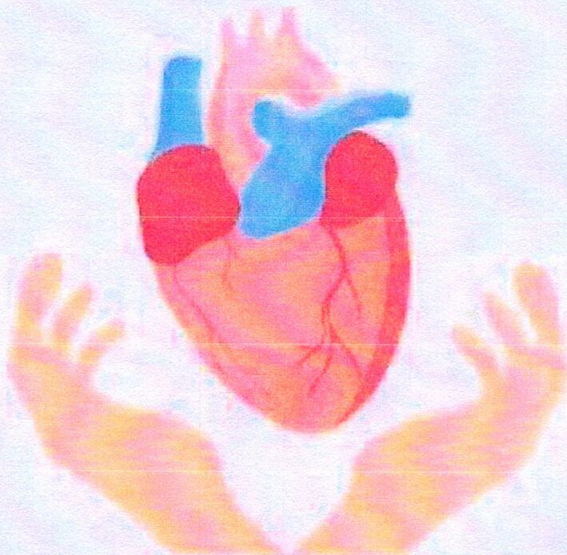
BIOLOGY

LESSON PLAN



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Model Lesson Plan
– Biology

Teacher's Name: JULIE M P

Date: 09/10/2023

Class: X

Section: A1

Life Process

Sub Topic: Structure and Function of the HeartLearning Points:

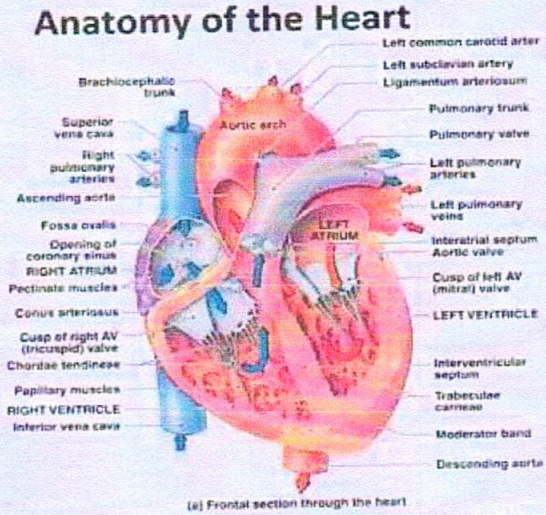
1. External Features of the Heart
2. Internal Structure and Functions of the Heart
3. Arteries and Veins associated with the Heart

Teaching -Learning Objectives: After teaching the students will be able to

- **Knowledge:**
  1. The pupil recalls Human Heart is four Chambered Heart.
  2. The Pupil recognizes the shape of the Human heart.
  3. The pupil recalls the functions the arteries and veins.
- **Comprehension: Comprehend**

1. The pupil explains the structure of Human heart with the help of Chart.
2. The pupil identifies the different parts of the Heart.
3. The pupil describes the structure and function of Human Heart
4. The pupil differentiates the structure and function of Left and Right part of the Heart.
5. The pupil explains the role of Bicuspid and Tricuspid valves in preventing the backflow of blood from ventricles to Auricles.

Human Heart: Diagram and Anatomy of the Heart



(a) Frontal section through the heart

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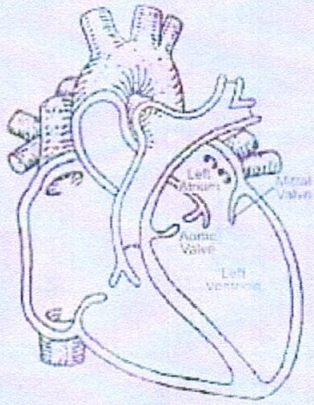
➢ Application: Apply:

1. The pupil analyses the different parts of the Heart.
2. The pupil gives reason for not mixing the pure and impure blood in the heart.
3. The pupil concludes that the only artery caries impure blood is Pulmonary artery and the only vein carries pure blood is pulmonary veins.
4. The pupil predicts the reason to call Sino auricular node as pace maker.

➢ Skills: Develop skills like,

1. The pupil carefully observes the diagram of the heart.
2. The pupil draws a neat labelled diagram of Human Heart.
3. The pupil correctly identifies the different parts of the Heart.



Teaching Learning Resources:

Charts showing vertical section of Human Heart, Video showing location, Structure and function of Heart,video of Blood flow and Heart Beat, Model of Heart, Work sheets etc)

Method and Approaches:

Structural – Functional Approach, Lecture cum discussion, Inductive approach, Co-operative learning approach,Experiential Learning, Multi-media approach etc)

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		Teaching Learning Experiences	Specifications ofLearning process
Phase I:	**Foundation / Stimulationand activation**	Teacher after making an introductory statement, asks questions related to structure and function of cell, tissue and organs in ourbody. By having eliciting different organ systems, teacher provides worksheet to match different organs to its respective organ system.	Recalls and recognises the structure and functionof different cells, tissuesand organs
Phase 2	**Introducing and presenting New Information**	Learning points will be presented in the following ways to make them learn. Statement of the Aim: In today's class let us learn about the Structure and Function of the Heart in order to understand the circulatory system in Man. Now let us discuss about the structure and function of heart. The learning points which we are going to learn: ➢ Meaning of Heart ➢ External Features of Heart ➢ Internal structure and its parts ➢ Function of Heart ➢ Blood vessels- Arteries and Veins associated to heart and their function	Identifies the learning points and analyses its relationship
Phase 3	**Clarification of the points presented**	Teacher provides learning experiences and clarification of the following learning points by using appropriate explanation, Questions, Visual aids- Charts, Videos, activities and worksheets. ➢ Meaning of Heart: Heart is a double pumping muscular organ situated in between lungs and covered by fluid filled pericardial membrane. ➢ External Features of Heart: Its size is about the fist and weighs around 300 grams. ➢ Internal structure and its parts: basically it consists of two parts: left part and right part. Left part consists of left atrium and left ventricle, it collects and pumps oxygenated blood or pure blood , whereas right part consists of	Clarifies the doubts if any through questioning and constructs their knowledge by participating in the provided activities.

		Right atrium and right ventricle, it collects and pumps deoxygenated or impure blood. Blood vessels- Arteries and Veins associated to heart and their function: Aorta originates from left ventricle and carries pure blood to different parts of the body. Pulmonary artery carries impure blood to lungs for purification, which originates from right ventricle. Pulmonary veins brings pure blood from lungs to right atrium and Superior and inferior vena cava brings impure blood to right atrium. ➢ Valves of Heart: Bicuspid valve present in between Left Atrium and right ventricle and Tricuspid valve is present inbetween right atrium and right ventricle. Both these valves prevents backflow of blood from ventricles to atrium	
Phase 4	**Practice / Review and Independent Practice**	Teacher explains additional information by referring to unique features in structure and function of heart in order to develop clarity in learning. Shows video and asks following questions: • What happens if the walls of ventricles are made up of thin muscular layer? • What happens, if valves allow back flow of blood? • How do heart beat happens? • What is the distinct feature of pulmonary artery and pulmonary veins? • What if heart is not supplied with oxygenated blood?	Perceives additional information by providing responses to higher level questions and also comes to an generalisation by having discussion among group members.
Phase 5	**Closure**	Concludes the learning points and summarises the learning aspects through activities like function of pericardial membrane and fluid, writing and labelling the structure of heart etc. and encourages students to ask doubts and responds through appropriate media to provide responses for each student.	Participates in the discussion and analyses the content learnt. Provides appropriate responses.

5

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Preliminary Information:

Name of the Student Teacher - Z. Teja

Register No - 1/23Ed02023

Subject - Mathematics

Class - IX

Unit - QUADRILATERALS

Topic - Midpoint theorem of Triangle

Date - 16/2/24

Time - 30min

Name of the School - St. Joseph's High School, Guntur

Name of the Supervisor - Dr. J. R. Priyadarsini

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II. Previous knowledge Assumed:

The pupil will possess the previous knowledge about point, Line segment, triangle intersecting lines, parallel lines, angle, transversal, corresponding angles, alternate interior angles, parallelogram, congruent triangles, ASA congruency rule, midpoint of Line segment.

III Reference Books:

a) For Content

IX class Mathematics text book

b) For Methodology:

Pedagogy of teaching Mathematics
- Dr. J. Swarupa Rani
- Dr. J. R. Priyadarsini

IV Teaching Aids:

Minimum teaching aids : Blackboard, duster, piece of cloth, roller board, pointer, charts ASA Congruency rule, Statement of midpoint theorem of triangle.

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· Flash Cards : Point, Line Segment, intersecting lines, Angle, parallel lines, transversal, corresponding, alternate angles, triangle, parallelogram, midpoint of line Segment.

Models/ real Objects : Midpoint theorem of triangle

V. Teaching Method : Analytic- Synthetic method.

VI Teaching - Learning points : Midpoint theorem of a triangle.

VII Academic Standards :

AS_1 : Problem Solving/Conceptual Understanding:

The pupil will understand the concepts, steps in midpoint theorem of a triangle and also solves mathematical problems using midpoint theorem of a triangle.

AS_2 : Reasoning and Proof :

The pupil will develop good reasoning power in proving mathematical problems on the

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"midpoint theorem of a triangle."

NS$_1$: Connection:

Pupil will connect the concepts to real life problems and solves it by using the theorem

NS$_2$: Communication:

The pupil will develop good communication skills in the lesson "Midpoint theorem of a triangle and they are able to put it in their daily life.

NS$_3$: Visualization / Representation: The pupil will be able to represent problems through figures, diagrams.

VIII Major Instructional Objectives:

① Knowledge : The pupil acquires the knowledge of the lesson, "Midpoint theorem of a triangle and also the knowledge of following

a) Concepts : parallelogram, Congruent triangles (SAS congruency rule), Triangle, Corresponding

and alternate angles in a transversal intersecting lines.

b) Definitions : Triangle, ASA Congruency rule, parallelogram, midpoint theorem of triangle.

c) New terms. Midpoint theorem of triangle.

d) Symbols : Midpoint theorem of triangle. (Δ, $\parallel$, $\cong$)

e) Procedure : Midpoint theorem of a triangle

f) Properties : Transversal, parallelogram, congruency rules of triangle.

g) Formulae : In $\Delta ABC \Rightarrow \bar{EF} \parallel \bar{BC}$, $\bar{EF} = \frac{1}{2} BC$

Specifications : The pupil

Recalls : the concepts, definitions, new terms, symbols, procedure, properties of the lesson "Midpoint theorem of a triangle."

Recognizes : the concepts, definitions, new terms, symbols, procedures, properties of the lesson "Midpoint theorem of triangle".

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② Understanding: The pupil develops good understanding on the knowledge of the lesson midpoint theorem of a triangle.

: The pupil will be able to understand the concept clearly.

Specification : The Pupil

a) Explains the process of finding and solving the problems on midpoint theorem of a triangle.

b) Identifies the midpoint on a line segment

c) Estimates the results of a problem on midpoint theorem of triangle.

d) Gives illustrations for the midpoint theorem of a triangle.

e) Detects and rectifies the results while solving problems on "midpoint theorem of a triangle."

③ Application : The pupil applies his/her knowledge and understanding of the lesson "Midpoint theorem of a triangle" and problems on midpoint theorem of a triangle to new, unfamiliar and real life situations to solve real life problems.

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Specifications : The pupil

a) Analyses problem to solve "midpoint theorem of a triangle," like identifying what is given, how to find the relation between centre line, to 3rd line of a triangle.

b) Collects relevant data and judges the adequacy of the data to solve problem on "midpoint theorem of a triangle."

c) Selects Suitable procedure for finding the centre line of a triangle by using the "midpoint theorem of a triangle."

d) Solves real life problems on "Midpoint theorem of a triangle."

e) Give reasons for each and every step in solving problems on "midpoint theorem of a triangle.

f) Proves the results in solving the problems on "midpoint theorem of a triangle."

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④ Skill : The pupils develop good problem Solving Skill in the lesson "Midpoint theorem of a triangle."

Specification : The Pupil

a) Does Oral Calculations in finding the middle line of a triangle using mid point theorem.

b) Uses correct symbols and notions to represent a triangle, Congruent triangles, parallel lines, mid-point theorem of a triangle.

c) Follows symbolic procedures and Sequential Steps in Solving and identifying the Centre line.

d) Explains the process of Solving problems on finding "mid pont theorem of a triangle."

e) Draws the figures correctly with good Speed.

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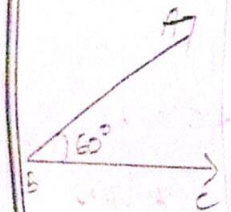
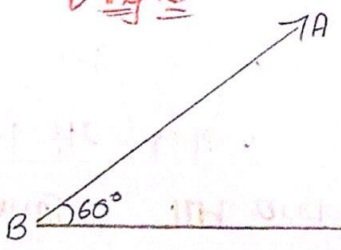
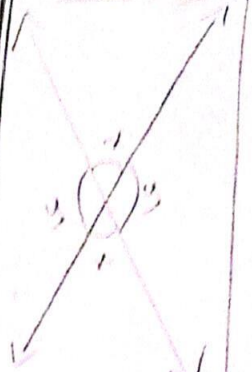
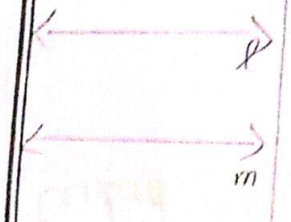
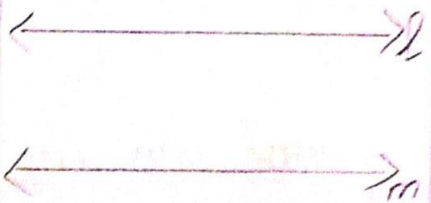
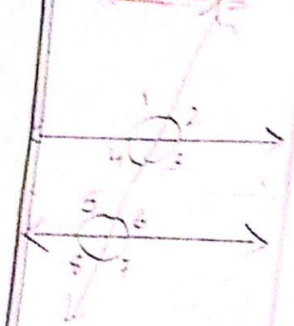
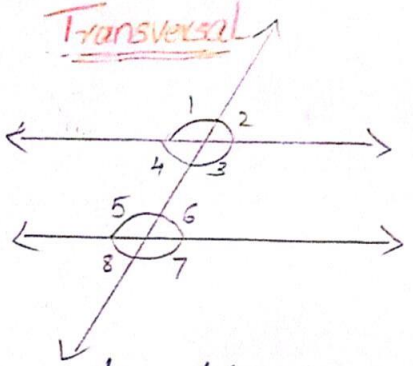
Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BBO	Evaluation
1. Introductory activities: In order to test the previous knowledge of the students and motivate them towards present lesson, I shall ask the following questions:					
2. Introduction:		Good morning students	Good morning mam.		
		How are you all today?	Fine mam		
		Did you all eat your breakfast?	Yes, mam		
		Good, are you ready for the class?	Yes mam		
		I shall ask you few questions if you know the answer just raise your hands, ok	Yes, mam		

Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BBW	Evaluation
Point •P		What do you observe in this figure?	A point P mam	Point •P	
		Yes, what do you observe in this figure?	A Line Segment		
Line Segment ———		What is the line segment given here?	$\overline{AB}$	Line Segment ———	
		What do you observe in this figure?	An angle		
Angle 		What is the angle at B?	$\angle ABC = 60^\circ$	Angle 	
		Very good students now look at this			

Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BB	Evaluation
Intersecting lines 		what do you observe in this figure?	Intersecting lines	Intersecting lines 	
		How are the vertically opposite angles in an intersecting lines.	Vertically opposite angles and are equal mean		
		Very good what do you observe here?			
Parallel lines 		Which lines are parallel in this figure?	Parallel lines $l \parallel m$	Parallel lines 	

Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BBW	Evaluation
Transversal  $\angle 4 = \angle 6$ Interior angles $\angle 1 = \angle 5$ Corresponding angles		What do you observe from this figure? How many angles did the transversal lines formed? What do we call the angles $\angle 4, \angle 6$? How are alternate interior angles? What do we call $\angle 1, \angle 5$ angles? How are corresponding angles in a transversal lines? Yes. Good they are equal	Transveral lines mam 8 angles They are alternate interior angles They are equal They are called corresponding angles. They are equal	Transversal  $\angle 4 = \angle 6$ Interior angles $\angle 1 = \angle 5$ Corresponding angles	

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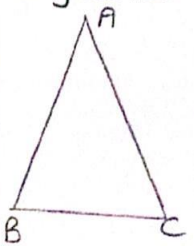
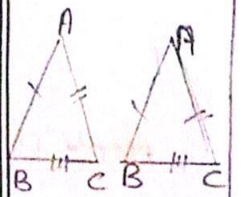
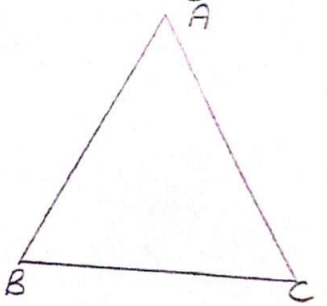
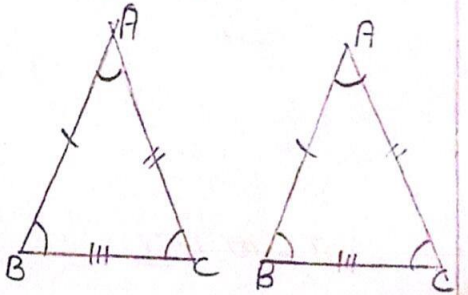
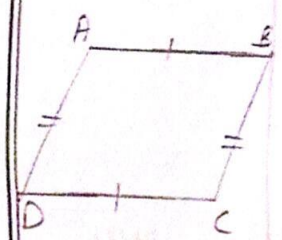
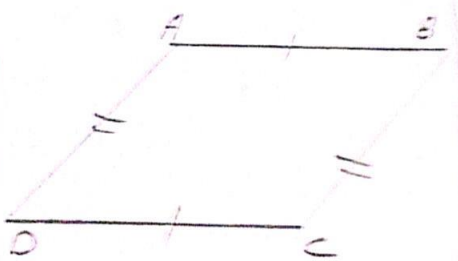
Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BBD	Evaluation
Triangle Def: Simple closed plane figure formed by three line segments.  **Congruent triangles**  		What do you observe from this figure? How many sides are there in a triangle? How many angles are there in a triangle? How many vertices are there in a triangle? Students what do you observe from this figure? How many are they? How are these two triangles? Yes, if two triangles are same what do we call the triangles as?	A triangle Three sides 3 angles 3 Vertices Triangle Two triangles mam Looks alike, equal mam Congruent triangles	**Triangle** Def: Simple closed plane figure formed by three line segments.  **Congruent triangles**  	

Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BB/W
ASA Congruency Rule Two angles included side of one triangle is equal to two angles included side of another triangle. Parallelogram  		Do you know the congruency rules of a triangle? Yes, what is the ASA congruency rule of a triangle? very good. How are corresponding sides and angles in a congruent triangles. What do you observe here? How are the opposite angles in a parallelogram? Very good	Yes mam Two angles included side of one Δle is equal to the two angles included side of another Δle. Equal mam A parallelogram They are equal and parallel.	ASA Congruency Rule Two angles included side of one triangle is equal to two angles included side of another Δle. Parallelogram 

Evaluation

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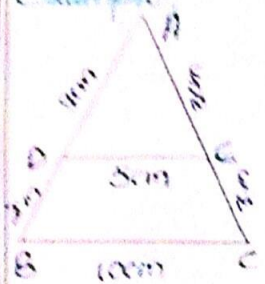
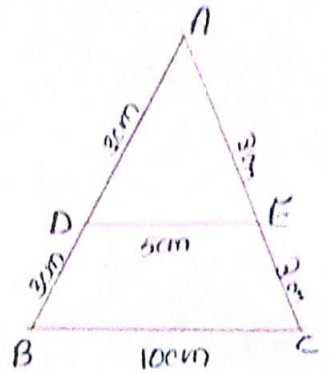
Content Motivation	Objectives/ Specifications	Teacher Activity	Pupils Activity	TM and RMO	Evaluation
Example: 		Students here I am taking a triangle ABC. Observe this figure carefully and tell me the measurements. What is the length of the segment $\overline{AD}$? What is the length of the segment $\overline{DB}$? Here point 'D' exactly divides the $\overline{AB}$ into 2 equal parts. Here 'D' is the midpoint of $\overline{AB}$ in the same way what is the midpoint of $\overline{AC}$.	Yes mam Ob, mam 3cm 3cm. Yes mam 'E'	Example: 	

Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BBB	Evaluation
		Yes, here 'E' divides the segment $\overline{AC}$ very good How many parts is it divided into?	Two equal parts mam.		
		Here there is a line $\overline{DE}$ joining 2 mid-points what is the length of the segment $\overline{DE}$?	Yes, mam $\overline{DE}$ = 5cm		
		what is the length of the segment $\overline{BC}$?	$\overline{BC}$ = 10cm		
		Compare length of segment $\overline{DE}$ and $\overline{BC}$ By doing which operation $\overline{BC}$ = 10cm we get 5	obi mam By taking half from $\overline{BC}$ we get $\overline{DE}$.		

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Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	TLM and BB	Evaluation
		So here $DE = \frac{1}{2} BC$			
		How are these two segments $\overline{DE}$ and $\overline{BC}$?	parallel mam		
		Here $\overline{DE}$ is parallel to $\overline{BC}$ and also half of $\overline{BC}$.	Yes, mam		
		This is nothing but the midpoint theorem of a triangle.			
		Suppose if I take this stick and want to divide it exactly where do I hold?	At the Centre mam	THE MIDPOINT THEOREM OF A TRIANGLE	
Announcement of the topic		Yes, today we are going to learn about the lesson midpoint theorem of triangle.	Ok, mam		

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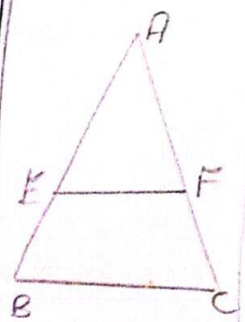
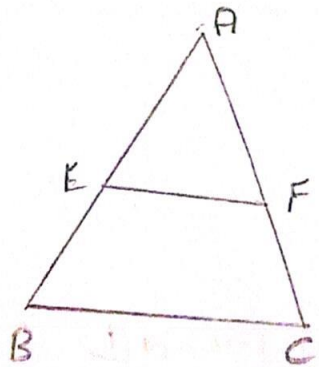
Content Developmental Activities	Objectives/ Specifications	Teachers Activity	Pupils Activity	BBD and TLM	Evaluation
Statement The line segment joining midpoint of two sides of a triangle is parallel to third side and also half of it.  	Knowledge recalls Understands and explains	Students one of you Stand up and read the Statement. (I will read the statement once.) Students what is given in the statement of this theorem. Let's prove this theorem logically for this Iam taking ΔABC. what is given in Statement?	Pupil will read the statement. Pupil Listen to me. Midpoint of $\overline{AB}$ and $\overline{AC}$ Ok mam E and F are mid points of $\overline{AB}$ and $\overline{AC}$. $EF \parallel BC$	Statement (Shaonica chart) The line segment joining midpoint of two sides of triangle is parallel to third side and also half of it.  	

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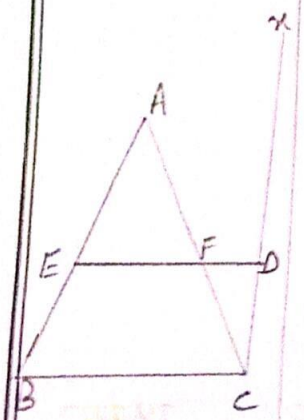
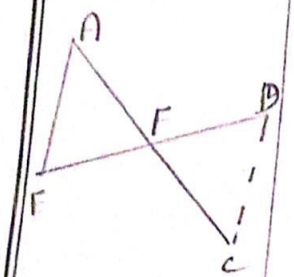
Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	BBW and TLM	Evaluation
		What is to be be proved in this theorem?	$EF = \frac{1}{2}BC$	Given	
		Here we need to prove $EF \parallel BC$.	Yes mam	In $\triangle ABC$ E and F are midpoints of $\overline{AB}$ and $\overline{AC}$.	
		In which closed figure are the opposite sides parallel and	In parallelogram.	R.T.P: $EF \parallel BC$, $EF = \frac{1}{2}BC$	
	Understanding Compares	Equal? Very good For making this as a parallelogram, Let's do a small construction.		Proof	
		I am taking a line which is parallel to $\overline{BE}$ and extend $\overline{EF}$ to CD at D	Ob, mam. Ob, mam	In $\triangle AEF$ and $\triangle CDF$ $\overline{AF} = \overline{CF}$ $\overline{CF}$ is the midpoint of $\overline{AC}$ $\angle AFE = \angle CFD$ (vertically opposite angles are equal)	

Content	Objectives/ specifications	Teachers Activity	Pupils Activity	BBD and TLM	Evaluation
	Knowledge recognize	"By showing ΔCFD," what do we get here? Very good	A small triangle ΔCFD	$\Delta AFE = \angle CDF$ (alternate interior angles)	
Case(i) 	Knowledge recalls	Here I am taking ΔAEF and ΔCDF for comparison Here how F divides $\overline{AC}$. So here $\overline{AF} = \overline{CF}$	Ob, mam Into two equal parts yes mam	According to Congruency rule.	
		See how are opposite angles in an intersecting lines. So here $\angle AFE = \angle CFD$	Equal	Rule $\Delta AEF \cong \Delta CDF$	

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GUNTUR-522 001., A.P.

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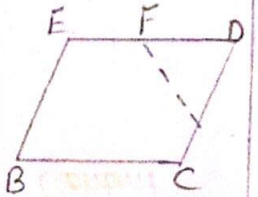
Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	BPAs and TLM	Evaluation
ASA Congruency rule $\bar{AE} = \bar{CD}$ $\bar{EF} = \bar{DF}$	Knowledge recalls	And compare $\bar{AE}$ and $\bar{CD}$ as a parallel lines and $\bar{ED}$ is a transversal How are alternate angles $\angle E$ and $\angle D$ then According to ASA congruency rule, how are these two triangles.	Equal ram They are Congruent	According to CPST $\bar{AE} = \bar{CD}$ $\bar{EF} = \bar{DF}$	
	Knowledge recognize	Yes, also in ΔAEF and ΔCDF $\bar{AE} = \bar{CD}$ $\bar{EF} = \bar{DE}$ See here $\bar{AE} = \bar{BE}$ Why	E is the midpoint of $\bar{AB}$	$\bar{AE} = \bar{BE}$ E is the midpoint of $\bar{AB}$ $\bar{AE} = \bar{CD}$ and $\bar{AE} = \bar{BE}$ $\bar{BE} = \bar{CD}$ $\bar{BE} = \bar{CD}$ & $\bar{BE} \parallel \bar{CD}$ BCDE is a parallelogram.	

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Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	BBW and TLM	Evaluation
		Here $\overline{AE} = \overline{BE}$, we just proved that $\overline{AE}$ is also equal to $\overline{CD}$. If LHS is equal in two equations How are RHS? So $\overline{BE} = \overline{CD}$	RHS is also equal mam		
	Understanding Solution.	we already have drawn $\overline{CD}$ which is parallel to $\overline{BE}$ and just proved that $\overline{BE} \cong \overline{CD}$	Yes, mam	F D // BC ED = BC so $\overline{EF}$ // $\overline{BC}$	
		In which closed figure opposite sides are parallel and equal?	Parallelogram		

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Content	Objectives / Specifications	Teachers Activity	Pupils Activity	Black board and TLM	Evaluation
		So BCDE is a parallelogram. In the same way If $\overline{ED} \parallel \overline{BC} \Rightarrow \overline{EF}$ is also parallel to $\overline{BC}$. Ob If we know that $\overline{ED} = \overline{BC}$ and also $\overline{EF} = \overline{FD}$, let's take $ED = EF + FD$ $ED = (EF + EF)$ $= 2EF$ And we know that $BC = ED$ $BC = 2EF$ $\therefore EF = \frac{1}{2}BC$ and $EF \parallel BC$	Upstream	$\overline{EF}$ is nothing but half of $\overline{ED}$ $\overline{ED} = \overline{BC}$ $(\overline{EF} = \overline{FD})$ $\overline{ED} = \overline{EF} + \overline{FD}$ $\overline{ED} = 2\overline{EF}$ So, $2\overline{EF} = \overline{BC}$ $\overline{EF} = \frac{1}{2}\overline{BC}$ $\overline{EF} \parallel \overline{BC}$ and $\overline{EF} = \frac{1}{2}BC$	

Case (ii)

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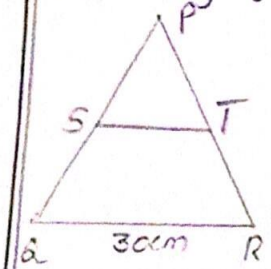
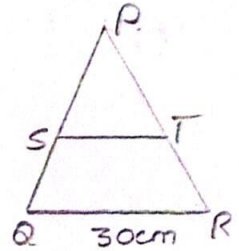
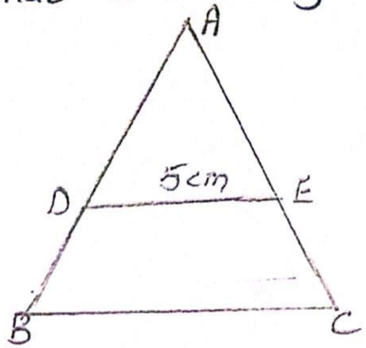
Content	Objectives/ Specifications	Teachers Activity	Pupils Activity	BBB and TLM	Evaluation
Problem What is the length of the side $\overline{ST}$ in the following figure?  $ST = \frac{1}{2} QR$ $QR = 30cm$ $ST = \frac{1}{2} \times 30$ $ST = \frac{30}{2} 15$ $ST = 15cm$		Now let us solve a problem based on this. One of you get up and read the problem? What are we to find here? How can we find? Ob, what is it? Now what is given Now substitute the value of QR in ② and solve it? So what is the value of ST? 15cm Very good	Ob, mam (Pupils read the problem) Length of side ST Using midpoint theorem rule. $ST \parallel QR$ —① $ST = 1/2 QR$ —② Value of $QR = 30cm$ $ST = \frac{1}{2} QR$ $ST = \frac{1}{2} \times 30 15$ $ST = 15cm$	Problem What is the length of the side $\overline{ST}$ in the following figure?  $ST = 1/2 QR$ $QR = 30cm$ $ST = \frac{1}{2} \times 30$ $= \frac{30}{2} 15$ $ST = 15cm$	

XI Culminating Activities:

a) Summarization: Today we have learned about the midpoint theorem of a triangle. The line segment joining midpoints of two sides of a triangle is parallel to the 3rd side and also half from it.

b) Recapitulation:

1) What did we learn today?
2) What is the statement of midpoint theorem of a triangle?
3) What is the length of the side $\overline{BC}$ in the following figure?



c) Assignment:

Prove that the line drawn through the midpoint of one of the sides of a triangle is parallel to another side and will bisect the 3rd side.

Reports on mentoring activities carried out during internship

Title: Report on Mathematics and English Grammar Remedial Session

Date: 30/07/2022

Venue: Municipal Corporation High school, Guntur.

Mentors: Internship Students

Attendees: VIII Class Students

Introduction:

This report outlines the activities and outcomes of a remedial mentoring session conducted for students requiring additional support in Mathematics and English Grammar. The session aimed to address gaps in students' understanding and improve their skills in these subjects.

Objectives:

The primary objectives of the session were to enhance the mathematical problem-solving skills of students, strengthen their understanding of English Grammar rules, and build their confidence regarding their academic abilities.

Session Details:

Mathematics:

The Mathematics segment of the session covered basic arithmetic, including addition, subtraction, multiplication, and division. Students were introduced to algebra with a focus on variables and simple equations. The geometry section helped them understand shapes and their basic properties. Interactive problem-solving sessions and both individual and group exercises were conducted to reinforce learning. Discussions on real-life applications of mathematical concepts were also included to make the lessons more relatable.

English Grammar:

In the English Grammar segment, the session focused on parts of speech, such as nouns, verbs, adjectives, and adverbs. Students learned about sentence structure, including subject-verb agreement and sentence formation. The session also highlighted common grammar

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mistakes and strategies to avoid them. Activities included grammar quizzes, sentence correction exercises, and peer review sessions, which helped students practice and refine their skills.

Outcomes:

As a result of the Mathematics session, students demonstrated improved accuracy in solving arithmetic problems and gained familiarity with basic algebraic concepts. Their understanding of geometric shapes and their properties also showed significant improvement. In the English Grammar session, students enhanced their understanding of parts of speech and sentence structure, leading to a noticeable reduction in common grammatical errors in both writing and speaking. Overall, students expressed increased confidence in their ability to use English grammar correctly.

Feedback:

Students provided positive feedback on the interactive and supportive nature of the sessions. They appreciated the opportunity to clarify their doubts and receive personalized attention. Mentors observed an overall improvement in students' engagement and understanding, indicating the effectiveness of the remedial session.

Recommendations:

To maintain and further improve the students' skills, it is recommended to continue regular remedial sessions. Incorporating more real-life examples and practical applications into the sessions could further enhance learning. Providing additional resources and materials for self-study would also be beneficial.

Student-teachers conducted a remedial teaching program for marginalized girls at a welfare hostel, focusing on Mathematics and English Grammar. Through engaging worksheets and interactive games, they helped clarify basic concepts and fostered a positive learning environment.

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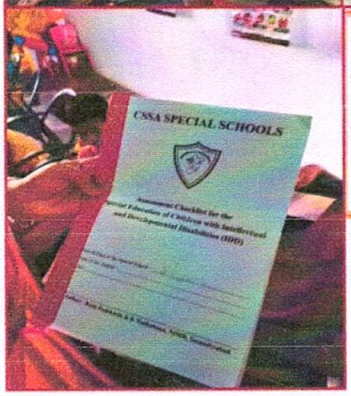
Report of Mentoring done at Mano Vikas Kendra



Participants observed inclusive educational practices at special schools, exploring how tailored strategies, adaptive technologies, and specialized resources support diverse learners. The visit highlighted the significance of creating an environment where all students can succeed, offering valuable insights into the implementation of inclusive practices and promoting equity in education.

In the academic year 2018-19, students visited an NGO providing vocational training for children with special needs, witnessing inclusive education in action. The visit highlighted the empowerment and skill development of special children through tailored vocational programs.

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Visit to manovikasa in Integrated School:-

Along with Our madam. Vijayakumari who deals with inclusive Education, went to visit the place where the differently abled Children are Integrated in a School run by St. Ann's Sisters in manovikas, Guntur.

We students with madam

Preliminary Informations:-

Name of the place :- Mallikarjunapet

Name of the School:- Integrated School.

Address :- St. Ann's manovikasa Kendra,
Mallikarjunapet,
Guntur-522002, A.P.

Case Studies taken by me:- I've taken two case studies, Children with different disabilities; they are;

(1). Autism.

(2). ADHD.

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Case Study - I.

problem: ADHD.

Identification Data:-

1. Name of the Student : madasu. Shreya.
2. Date of Birth :- 30-8-04.
3. Sex : F
4. Education :- —

Demographic Data:-

1. Father's Name:- M.V. David Raju.
2. Occupation :- Station Superintendent
3. Mother's Name:- M. Dayamani
4. Occupation : Teacher
5. Total income:- 4,80,000/-
6. Address :- C/o. M. Narasaiah Railway Colony, Obbapuram, prakasam.
7. Caste. Sc.
8. Language:- Telugu.

Present Complaints:-

* Lack of attention Span, ADHD
* At the age of 2 years.

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Family History:-

Type of family: Nuclear family.

Status of family:- Middle class.

Sl.No	members of the family	relation-ship	Age	Education	occupation
1	M. David Raju.	Father	50	B.Tech	Station superintendent
2	M. Dayamani	Mother	47	B.A. B.Ed	Teacher
3	M. Anurag	Brother	20	B.Tech	Student
4	M. Shreya.	Client	12	-	-

Post-natal History:-

1. Immunization History:- Everything was given.
2. Infection/Injuries:- ~~She~~ fell down, 3 times.
3. Nutritional factors:- Yes.
4. Developmental milestone:- Delayed.
5. Emotional behavioural problems:- Delayed.

Home and Social Environment:-

*. Family involvement:- Yes

*. Neighbourhood interaction:- Yes

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Case-Study:-II

Identification Data:-

1. Name of the Student:- Hemanth.
2. Date of Birth: 25-4-2005
3. Sex: M
4. Education.

Demographic Data:-

1. Father Name:- Srinivas.P
2. Occupation:- Teacher.
3. mother's Name:- Kalavathi.
4. Occupation:- Teacher.
5. Total income:- 1,00,000.00.
6. Address:- Mallikarjunapet, Kurnool.
7. Caste:- BC.
8. Language:- Telugu.

Present Complaints:-

1. Lack of attention Span.
2. Autism.

Sl.No	family members	Age.	Relationship	Education	Occupation
1.	Srinivas.P.	47.	B.A.B.Ed.	father	Teacher
2.	Kalavathi	42	B.A.B.Ed.	mother	Teacher
3.	Hemalatha.	15	Inter	Sister	Student
4.	Hemanth.	11.	-	Client.	-

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Post natal History:-

1. Immunization History:- Everything was given.
2. Infection :-
3. Nutritional factors:- yes.
4. Developmental milestones:- Delayed
5. Emotional / behavioural problems: Autism.

Home and Social Environment:-

Family involvement:- Yes.
Neighbourhood interaction:- Yes
participation in Social - religious activities with Child:- Yes.
Support of the extended family:- yes
Expectation of the family:- behaviour modification
management plan:- academics, Self-help groups.

Individual Educational program

S.No	Activity	Current level.	material used.	Evaluation
I.	personal skills eating mixed food quickly.	She can eat slowly	Lunch box, spoon	She can eat mixed food.
II.	Social skills:-			

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ACTIVITY UNDERTAKEN BY ME - 4.

Topic: Visit anyone NGO offering Vocational training for Special Children and prepare a Report :-

Introduction :- On One fine day we have visited the Special school where NGO offers Vocational training for Special Children. We the II-year B.Eds 46 of us visited this place and have seen the vocational training being offered for the children who are differentlyabled.

Preliminary Information :-

Name of the Centre :- Manovikasa kendra.

No. of students visited :- 46

Type of school :- Special school

Address of the school :- Mallikarjunapet, Guntur-522002. A.P.

visited on :- 3-2-2017.

⟹ Children with Special needs may have mild learning disabilities or profound Cognitive impairment, food allergies or terminal illness;

T. Sutanjali

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Vocational Training offered at manovikas Kendra:-

Page No.

Flower making:- Here students make some flowers.

→ They prepare flowers and arrange in flower vases.

→ Different varieties of flowers are made by special children.

Paper works:- Here they also offer some paper works. They include;

→ Card making

→ Stationary products like pen Stands,

→ paper holders

→ Table mats

→ Household products like trays,

→ lanterns etc.

⟹ The skill training will be in areas of tracing, drawing, cutting, folding, sticking and decorating among others.

⟹ Children of deaf and dum and physically challenged will do all these things.

T. Swaroopa

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Occupational and vocational Skills:

Page No. :

There are number of skills and behaviours that most, if not all jobs require, It is important to help Students who do not already possess these skills.

"Empowering the youth and disabled people with skils to build a future".

Self- empowerment of disabled children:-

These vocational training will build the Capababilities of children with disabilty.

Several vocational training programmes are held for the Children with dis- -abilty.

- Greeting card production
- Flower making.
- painting.
- Drawing
- weaving woolen Cloths

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Time table preparation

Sample timetables prepared by internship groups

Mun. Corpn. High School, Pattabhipuram, Guntur

IX A	1	2	3	4	5	6	7	8
MON	Maths Y19ED005	Hindi	N S	Social Y19ED074	P S	ENG	Games	Tel
TUE	Maths	Hindi	YOGA Y19ED075	Social	P S Y19ED005	ENG Y19ED038	Tel Y19ED074	N S
WED	Maths	Hindi	VOC Y19ED038	Social Y19ED074	P S	ENG	Tel	N S
THU	Maths Y19ED005	Hindi	N S Y19ED038	Social	P S	ENG	Tel Y19ED074	M D
FRI	Maths Y19ED005	Hindi	E E	Social Y19ED074	P S	ENG	Tel	Maths
SAT	Maths	C G	V E Y19ED067	Social	P S Y19ED005	ENG	Tel	Maths

SGNKMC Girl's High School, Railpet, Guntur

VIII A	1	2	3	4	5	6	7	8
MON	Maths Y21ED067	Hindi	N S	Social Y21ED053	P S	ENG	Games	Tel
TUE	Maths	Hindi	YOGA Y21ED080	Social	P S	ENG Y21ED053	Tel	N S
WED	Maths	Hindi	VOC Y21ED076	Social Y21ED053	P S	ENG	Tel	N S
THU	Maths Y21ED067	Hindi	N S	Social	P S	ENG Y21ED053	Tel	M D
FRI	Maths	Hindi	E E Y21ED066	Social Y21ED076	P S	ENG	Tel	Maths
SAT	Maths	C G	V E	Social	P S Y21ED067	ENG	Tel	Maths Y21ED067

SPKH High School, B.R.Stadium, Guntur

VIII A	1	2	3	4	5	6	7	8
MON	Maths Y22ED005	Hindi	N S	Social	P S Y22ED005	ENG	Games	Tel
TUE	Maths	Hindi	YOGA Y22ED005	Social	P S Y22ED005	ENG Y22ED030	Tel	N S
WED	Maths	Hindi	VOC Y22ED030	Social	P S Y22ED061	ENG	Tel	N S Y22ED031
THU	Maths Y22ED005	Hindi	N S	Social	P S	ENG Y22ED061	Tel	M D
FRI	Maths	Hindi	E E Y22ED032	Social	P S	ENG	Tel	Maths
SAT	Maths	C G	V E Y22ED007	Social	P S	ENG	Tel	Maths

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Reports of Student Counselling done during internship

Title: Report on Career Counseling for Class IX Students

School: Government High School, Guntur

Activity: Career Counseling for Students of Class IX

Dates: Semester 3 (December 2022)

Introduction:

This report presents the details and outcomes of a career counseling initiative conducted for the students of Class IX at Government High School, Guntur. The sessions were held during the third semester of the academic year 2022. The aim was to guide students in exploring various career paths, help them understand their strengths and interests, and support them in making informed decisions about their future education and career.

Objectives:

The primary objectives of the career counseling sessions were:

1. To provide students with information about different career options.
2. To assist students in identifying their skills and interests.
3. To guide students in aligning their academic choices with their career goals.
4. To address any concerns or misconceptions students may have about certain careers.

Session Details:

The career counseling sessions were conducted over multiple days throughout December 2022. Each session was designed to be interactive and informative, tailored to the needs and interests of Class IX students. The following key activities were included:

- **Career Exploration:** Presentations on various career options across different fields, including science, commerce, arts, vocational courses, and emerging career trends.
- **Self-Assessment Exercises:** Activities and questionnaires to help students assess their skills, interests, and personality traits.
- **Goal Setting:** Guidance on setting realistic short-term and long-term academic and career goals.
- **One-on-One Counseling:** Individual sessions for students to discuss their specific concerns, aspirations, and plans with the counselors.

Outcomes:

The career counseling sessions yielded several positive outcomes:

- Students gained a broader perspective on available career paths and the necessary steps to pursue them.

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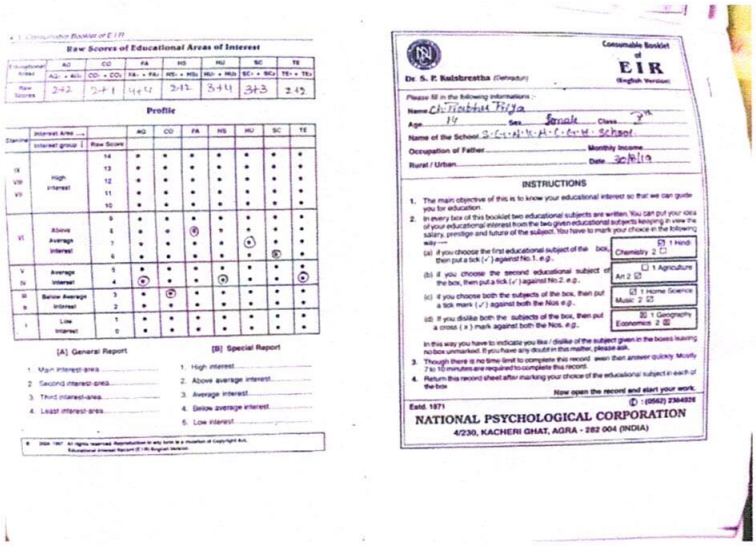
- Many students reported increased clarity regarding their interests and how they align with potential career choices.
- Students felt more confident in making decisions about their subject selections for higher secondary education based on their career aspirations.
- The one-on-one counseling sessions provided a platform for students to voice their concerns and receive tailored advice, which was highly appreciated by the attendees.

Feedback:

The feedback from the students was overwhelmingly positive. They valued the opportunity to learn about different careers and to receive guidance in a supportive environment. The students expressed appreciation for the interactive nature of the sessions and the relevance of the information provided. Counselors observed a significant level of engagement and enthusiasm among the students.


Raw Scores of Educational Areas of Interest

Profile

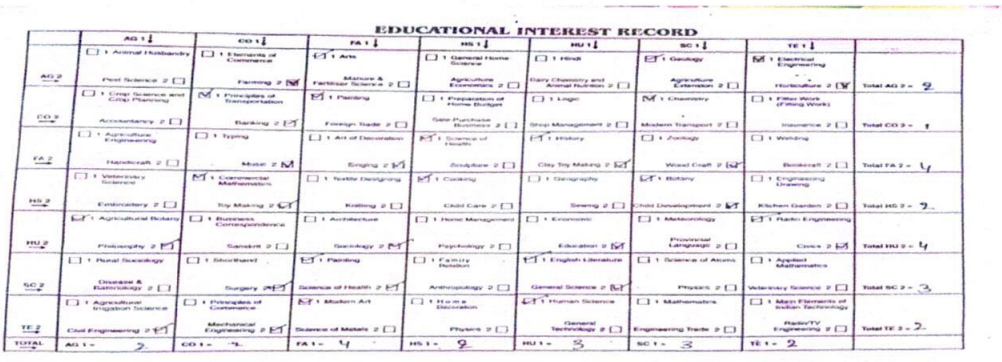
[A] General Report

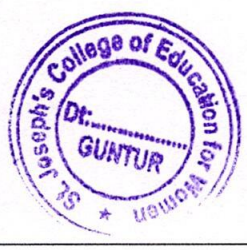
[B] Special Report

Consumable Booklet of EIR (English Version)

Dr. S. P. Kulshrestha (Gwalior)

NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA - 282 004 (INDIA)


EDUCATIONAL INTEREST RECORD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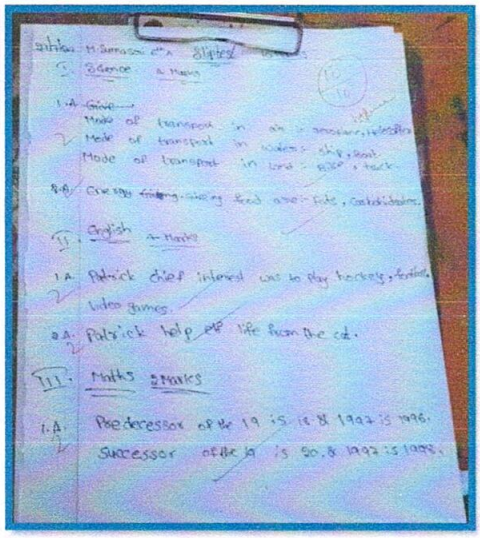
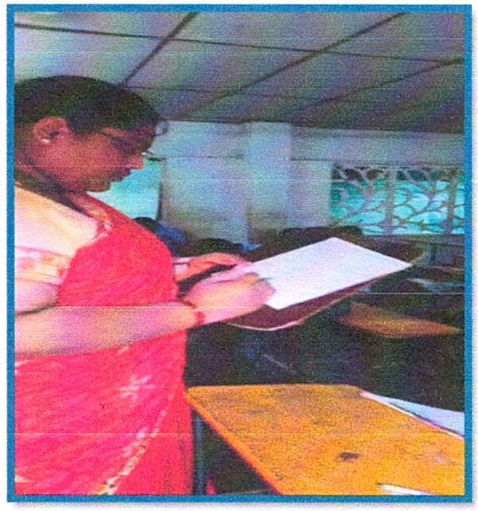
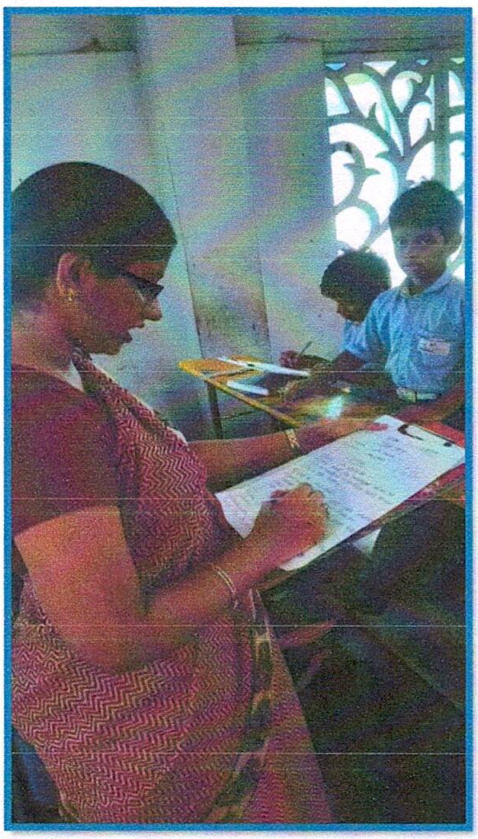
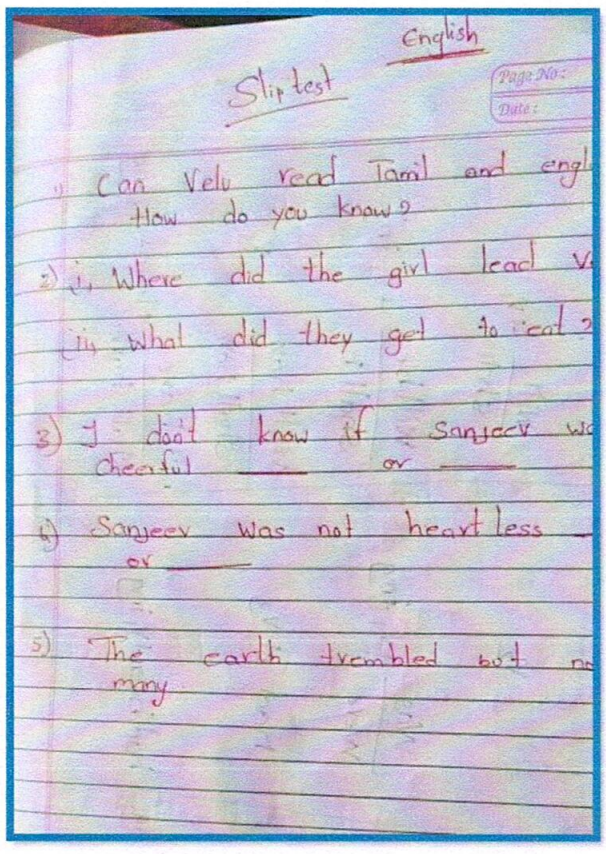
Assessment of student learning – home assignments & tests

Assessment of student learning – home assignments & tests during face-to face lessons









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Academic and Cultural activities organised in the internship school

On March 13, 2019, teacher trainees and school students joined hands to participate in the Swachh Bharat Programme

On March 13, 2019, teacher trainees and school students joined hands to participate in the Swachh Bharat Programme

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On March 11, 2019, teacher trainees and school students joined hands to participate in the Swachh Bharat Programme

Students enthusiastically participated in various cultural activities, showcasing their diverse talents and creativity. The event celebrated the rich heritage and traditions, fostering a sense of unity and pride among the participants.

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Maintaining documents

Students assist the school teachers by maintaining documents like attendance registers. They also interact with teachers to understand the different documents to be maintained such as log books, report cards etc. Few pictures for the same are shown below

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T. Swarupa Rani
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Administrative duties

Students gain an understanding of the administrative duties by interacting with the principal and the coordinator of the school. They interview them to find more about the administrative work expected from teachers

Interaction with School Head Masters and Teachers

Students Monitoring Mid day Meals

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Students Interaction with H.M

Understanding maintaining of progress reports

Progress Reports are generally computerized. Students interacted with the computer department of the school to study how the result sheets are prepared.

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